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EDITORIALS

Degrees in Education

"BACHELOR of Education," "Master of Education," "Doctor of Education" have much more significance in education than "Bachelor of Arts," "Master of Arts," and "Doctor of Philosophy," and yet there is a certain snobbery that tries to place a great gulf between the degrees in education and those that are historic.

No greater insult can be shown a Doctor of Medicine than to write Ph.D., instead of M.D., after his name. We happen to have several honorary degrees such as Litt.D. and LL.D. While each represents appreciation of experience and opportunity, the one which really means most is Ed.D., for that tells plainly in what the experience has functioned.

We hope to live to see the day when Teachers Colleges of high and low degree give no degrees, earned or honorary, except degrees in education, any more than a medical school will give a Ph.D. degree.

Unanticipated circumstances are helping this professional crusade. An American University Association has a committee investigating "Why Doctors of Philosophy Produce Nothing in Scholarship." It seems painfully true to these academic scholars that it is possible, they say probable, that the only thing a Doctor of Philosophy creates is the thesis which he writes for his doctorate, and is published at his own expense. And the great humiliation in all this is the statement that the Doctorate of Philosophy is chiefly sought by teachers who want it to aid them in getting a better position.

This will be worse and worse until an "earned degree" will signify little more than a cigarette bill board sign advertising what the manufacturer thinks of his wares. The quickest way to check this toboggan slide will be to have all professional education degrees mean nothing but professional education, and then have none given until the holder thereof has actually demonstrated ability to create something in professional education.

There are State Teachers Colleges that do not give a senior his diploma or degree until they have demonstrated ability to teach in a real school for a year.

Professional Elizabeth

SUPERINTENDENT IRA T. CHAPMAN has an exceptionally efficient and interesting corps of teachers from the schoolroom standpoint of socio-culture attainment, and for high community service. Elizabeth is in New Jersey, a city of more than a hundred thousand population, transformed from a small homogeneous suburb of Newark and New York into a city with several manufacturing industries bringing into different sections of the city solidified groups of various nationalities.

In an unusual way the teachers have Americanized every industrial community without arousing any prejudices through a patronizing attitude, and without segregating the teachers as of special sections of the city. There are sixty men in the corps—quite unusual—and they are the most unified social group of school men we have known anywhere at any time, and the women teachers of Elizabeth have as fine a professional spirit, socially and scholastically, as can be found anywhere in a city of any size.

The Carnegie Corporation has appropriated $300,000 for adult education.

The Des Moines Leadership

SUPERINTENDENT J. W. STUDEBAKER and his professional associates are making the metropolis of the banner corn state nationally famous for its intense professional activity. Mr. Studebaker is the violet ray, professionally, purifying the principles and practices of the thousand teachers, supervisors, clubs, nurses and janitors of the city. The children catch the thrill of achievement and carry it home to father and mother, and they always go to the bat for a home run whenever a bond issue is in the game or any public support is needed.

No state is more advertised for its political and industrial shades and shadows than is the Hawkeye State. This has at times infected state institutions of higher learning and sometimes has jeopardized state departments, but Studebaker, Slicker, Jordan, Goodrich, and others have been constantly exposed to the insidious bacteria, but since Mr. Studebaker has been the professional diagnostician there have been no symptoms of educational influenza. We have seen Des Moines in every school administration for more than forty years, and we have never seen it represent the effect of vitamine diet as it does now, and we know of no city that demonstrates a more efficient professional state of mind or a more wholesome human sympathy than does educational Des Moines.

The national appreciation of the educational achievement of the schools is the fact that Teachers College, Columbia University, New York City, has asked Mr. Studebaker to take a place on its Summer School faculty and tell the students what Des Moines is doing, how it is doing it and why.

The headquarters of the National Education Association will give a good account of the activities this year if the pace of progress continues until June 30.

The New School and the Old

A HIGHLY interesting testimony as to the changed condition in school life is given by the attendance officer, truant officer of other days, Charles E. Shell, in a San Diego daily paper:—

"The old-fashioned 'bad boy' as we used to call him is becoming obsolete. A few years ago it kept the truant officer on the jump, going from school to school, looking after delinquents, but there is nothing doing now. Not many cases of 'playing hookey' these days, because the schoolrooms are made so attractive that boys find more pleasures there than they do on the outside. I have visited homes in San Diego where children have cried for hours because they could not attend school on account of sickness. Getting an education nowadays is a distinct pleasure."

The Sesquicentennial Award

WE HAVE been urgently asked to give in detail the Sesquicentennial award. We have no information other than that of Alvin E. Pope, president, executive Jury of Awards, the only one authorized to speak on the subject. He says: "The International Jury of Awards of the Sesquicentennial International Exposition has awarded the F. E. Compton Company a medal of honor for 'Reference Books for Children,' and similar award to the Grolier Society 'For their Contribution of the Book of Knowledge to Children's Education.'"

"The Medal of Honor is the second highest in the grades given by the Jury of Awards.

"No other awards were given for publications for juvenile reading."

This in no wise affects any publication that did not compete for the prize. The two awards are of the same rank, one for "Reference Books for Children," and the other "For their Contribution of the Book of Knowledge to Children's Education."

Neither of these awards in anywise affects any publications that did not enter into competition.

Search and Research

By A. E. WINSHIP

SEARCH is not research, and yet many searchers think they are researchers. A searcher merely searches to learn something just to know it, while a researcher learns something to use for the good of somebody that would not otherwise know it. One searches for something for his personal pleasure or profit, like winning credits for a degree, while one researches with no thought on any return to himself but for the advantage of humanity. Researching has in mind finding something of permanent good to the world that would probably never have been of service to the world but for the result of that research.

M. Levy-Bruhl of the University of Paris says there are many kinds of research. The first kind is that which aims at a most profitable and complete employment of known natural resources. It requires only time, painstaking and professional skill. It is suggested by the German phrase "die Technik." On the next level of research something more than mere patience and skill is requisite—something which only an inventive mind can supply. It is such research that has done so much to banish some of the scourges of man, beast and plant, and that is still continuing its warfare against cancer, tuberculosis and malaria. Those who carry on this sort of research are the leaders of the great armies marshaled against these pests—as, for example, the army of 1,500,000 enlisted under the banner of the Christmas seals in fighting tuberculosis in New York. Yet what they aim at and often achieve is "the extension rather of our power than of our knowledge." They do not open up new vistas for science.

On a still higher level—the highest—proceeds that research whose only aim is the discovery of truth without reference to actual needs. Necessity is not its mother. It is born of the inquiring mind.

Teaching: Profession and Practice

LEGAL documents always describe a person's business as "by occupation, trade or profession," a blacksmith, a milliner, or a clergyman. Teaching has never been clearly defined as an "occupation, trade or profession." Many attempts to professionalize it have been quite ridiculous. The attempt to make a professional teacher an academic aristocrat has been an inglorious failure, and will be more and more absurd.

Dr. A. R. Brubacher, president of the State Teachers College at Albany, has always demonstrated rare educational common sense, and this characteristic reaches a climax of his personality in his three hundred page book, "Teaching: Profession and Practice," which is the best treatment of teaching as an "occupation, trade, or profession" that has been written, because he demonstrates his honest, masterful common sense.

The colleges and universities say frankly without any apology for saying it, that college and university teaching is sinking to a low level, because there is no way for a professor to secure professional preparation. They say unreservedly that elementary teachers are being professionally prepared to teach children, that secondary school teachers are being brought into line professionally so that they are not adequately prepared for a high school position unless they have had professional training for teaching youth, while there is no professional training required for college or university teaching beyond the knowledge of the subject.

The university presidents and deans say unhesitatingly that the young professors who demonstrate exceptional ability are bought off by industries such as railroading and mining, chemistry and physics, literature and editorial activities.

Dr. Brubacher in "Teaching: Profession and Practice" (The Century Company) magnifies the grand features of teaching into focus and shows the nobility of teaching. Teachers are indispensable to democracies. A democracy is a government of the average mind. Public opinion determines political action. Education can perform miracles with the average mind. The teacher can be a wonder worker. Teaching makes and unmakes laws; teaching forms the minds of future generations; teaching determines the quality of civilization; teaching renders an indispensable public service.

Dr. Brubacher gives teaching a real spiritual thrill while keeping the thought on the daily life and human needs of teachers. He gives teaching a real professional dynamic recognition, broadcasts a real message, escaping the static which many professional propagandists encounter.

"Knowledge can easily be purchased, but habits can only be acquired through training."

—Roger W. Babson.

Belding's Page

MIRACLE OF SCIENCE

SCIENCE is forever doing wonders. Perhaps its greatest miracle is its ability to enlist men in the service of humanity.

Of course there are scientists who work for hire; men whose services are sold to the highest bidder.

But other scientists there are, and they are many, whose zeal to benefit humanity far outruns their desire for riches.

Professor Henry Steenbock of the University of Wisconsin has recently refused an offer of $2,000,000 for a discovery he had made which gives promise of helping in the cure of rickets and certain forms of tuberculosis. Instead of selling his exclusive right to a private concern to employ his process, Steenbock will turn over the patents to his university.

By utilizing the ultra violet ray the Wisconsin professor increases the calcium-producing properties of ordinary foods. Wheat, oats, corn, cabbage, spinach, dairy foods—these are only a few of many substances which the magic of invisible sunshine transforms into bony material for the human system.

In an age which is often conceived as money-chasing, the act of Professor Steenbock in spurning $2,000,000 is refreshing and exemplary. Yet it merely illustrates in a spectacular way the truly professional spirit which prevails among large numbers of scientists.

Perhaps it is too much to give science credit for the creation and fostering of this spirit. It is a spirit caught from the schoolmasters and classroom teachers, serving devotedly in a thousand ways and places.

PRINCETON'S BAN ON CARS

EDUCATION, like everything else, has been affected by the automobile. This is true not only in the lower grades, where pupils are obliged to develop extra bumps of caution in order to survive at all, but in high schools and colleges, where the possession of a car by students has brought its own problems of another sort.

Princeton has decided upon a drastic policy, and has issued an edict banning the ownership or operation of cars by undergraduates after July 1 next, in Princeton or its vicinity.

The action of Princeton is more significant because it follows previous action along the same line, which did not, however, go so far as the present action.

Princeton began two years ago by barring cars from the campus. Last fall, students in the first two years were forbidden to bring cars to the university. Now the taboo is extended to the entire undergraduate body, with only such exceptions as the dean may make in favor of cripples or others for whom a car is a practical necessity.

Two factors are cited by the press as having determined the decision of Princeton. The first is the number of fatalities, totaling seven in one year, which have occurred as a result of cars at the university. Students have been killed, and cars owned by students have killed others.

The other factor is the discovery by faculty investigators that students with cars average to stand lower in their studies than students without cars. This is no scientific proof, of course, that the possession of a car reduces scholarship. But Princeton is going to give students the benefit of the doubt.

The point which has made other colleges hesitate to take the position assumed by Princeton in this matter, is, of course, the difficulty of drawing a line between cars of pleasure and cars of utility. Rightly used, a car may increase a student's efficiency. Some students apparently need the sort of transportation which the car provides. To other students, and perhaps to most, the car stands for distraction, temptation, luxurious habits, and more or less waste of time and energy.

Fundamentally, a college is not a place for cultivation of the "go" spirit, regardless of whither. Rather is it a place for youth to acquire definite purposes and objectives. Automobiles are no great help in this process.

The strength and nerve shown by Princeton authorities in endeavoring to rout out what, in their opinion, is a baneful influence, cannot but be admired. Princeton may be but holding back the tide with a broom—or it may be pioneering in a movement which other institutions will join. Time will tell.

There is no room in the teaching profession for the chronic pessimist or cynic. Belief in human capabilities of growth and improvement is a fundamental necessity of teaching. Without such belief, the teacher is guilty of engaging in a fraudulent transaction. Faithless teaching hurts the teacher and the taught.

Anson W. Belding

Associate Editor.

Letters of a Superintendent

V—The Principals' Club

It is a well known fact, and one on which I have frequently commented in official writings and public addresses, that a great deal of the credit for the fine professional spirit among teachers and for whatever of excellence there is in our classroom work rightfully belongs to the principals.

The principals not only have the professional knowledge in theory and practice which is necessary for the leadership and the training of teachers, but they also have those individual personal qualities of initiative and originality which are likewise fundamentally necessary if the principal is to lead her school to high accomplishment.

The principals as individual members of the teachers' club are a power for good in all matters that come before the club for consideration. The influence of the principals throughout the years of the existence of the club has often been the deciding factor in keeping the club alive. The opinions of the principals always carry great weight in the deliberations of the club, and their advice is frequently asked for.

The loyalty of the principals to the school department, to the city, and to the superintendent of schools is constant. It is fully given, never demanded.

All of these things are facts which actually exist, not theories of fancy nor ideals of the present which are looked for as hopes for the future. It might seem, then, that all conditions are as good as they can be so far as the principals are concerned. Is that the case? It probably is in respect to the duties and obligations of the principals as individual principals. But, in my opinion, it is not so in regard to the combined efforts of the principals as a group organization.

It seems to me that the principals miss an opportunity for community leadership in the city and for educational leadership in the state by not recognizing the possibilities of the Principals' Club. Some of the principals have said to me: "We do as much as the principals' clubs of other cities, and we do all that can reasonably be required of us." I know that these two statements are true, and I would not require the Principals' Club to do more than it now does even if I had the authority to do so.

It has also been called to my attention that the membership of the Chicago Principals' Club and of many of the other clubs is composed largely of men who receive larger salaries than women principals. That is also a fact. But do we want to lay down the principle that educational leadership depends upon salary? I think it would be better to attempt to establish the principle that salary should depend upon educational leadership regardless of sex.

It is too generally accepted a theory that co-operative professional endeavor and accomplishment is harder to attain in women's organizations than in men's. Within a very few years a certain principals' organization was formed. My opinion, as a superintendent, was sought as to the advisability of including women in the membership of the organization. Is there any justification in fact in the theory of some educational people that women lack the capacity for co-operative, organized endeavor because of the prevalence of narrow personal attributes which have too much weight in the consideration of the common good? I do not think so, either personally or professionally. But it is a fact that in cities west of New England where men predominate in the principals' clubs the record of achievement far surpasses anything of the kind in the East. Is it a matter of salary? Frankly, I don't know, but I would like to see the Women Principals' Club in our city set a mark for the rest of the country to shoot at.

Man's Measurement

A man's no bigger than the way
  He treats his fellow man!
This standard has his measure been
  Since time itself began!
He's measured not by tithes or creeds,
  High-sounding though they be;
Nor by the gold that's put aside;
  Nor by his sanctity!
He's measured not by social rank,
  When character's the test;
Nor by his earthly pomp or show,
  Displaying wealth possessed!
He's measured by his justice, right,
  His fairness at his play,
His squareness in all dealings made,
  His honest, upright way.
These are his measures, ever near
  To serve him when they can;
For man's no bigger than the way
  He treats his fellow man!

The Financial Support of Consolidated Schools

By MACY CAMPBELL

Iowa State Teachers' College, Cedar Falls

THE consolidated school is a frank attempt to provide the children of rural communities with educational facilities which are the full equivalent of the educational facilities which are provided for the children in the towns and cities. Such equality of educational opportunity is necessary, we Americans believe, to preserve the balance and stability of our civilization. To maintain equality of educational opportunity it is necessary to maintain equality in the standards of teachers employed, in the length and richness of curriculum offered, in the buildings and equipment provided, and in the importance of the purpose which the community seeks to achieve through its schools.

ADEQUATE SUPPORT NECESSARY IN RURAL COMMUNITIES.

If educational facilities are to be provided in rural communities which are equivalent to facilities commonly provided in towns and cities, adequate financial support must be given the consolidated schools. When the consolidated schools are given adequate financial support it is possible to bring the schools of the rural community upon a par with the schools of the cities and to equalize educational opportunities between rural and urban communities. When adequate financial support for consolidated schools is not provided equalization of educational opportunities between urban and rural communities in America is impossible.

COST HIGHER IN RURAL COMMUNITIES.

Any sound thinking on this problem must take into consideration the fact that equivalent schools cost more in rural than in urban communities. This is one great reason why it is difficult to provide educational facilities in rural communities which are the equivalent of the educational facilities usually provided in urban communities. Equivalent schools cost more in rural than in urban communities because of:—

(1) The extra cost of transportation in the rural community.

(2) The extra cost of securing equivalent teachers for the rural community.

(3) The extra per-capita cost of schooling pupils in the small groups commonly found in the rural communities.

The total cost of providing school facilities which are equivalent, is, on the average, about one-fourth greater in the rural than in the urban community. The urban community can buy as much education, amount and quality considered, for $4.00 as the rural community can buy for $5.00. This is one of the severe handicaps under which the rural community labors in attempting to provide as good schools for its children as the towns and cities provide for theirs.

RURAL COMMUNITIES LESS ABLE TO PAY BECAUSE OF TENANTRY AND MORTGAGES.

The second great reason why it is difficult to provide educational facilities in rural communities equivalent to those provided in urban communities is that the rural communities are less able to pay for good schools than are the urban communities. The people of the urban communities own practically all of the property and all of the business of the urban communities; in addition they are coming to possess a larger and larger portion of the property and of the business of rural communities as well. Every year the people who till the soil in the United States own less of the land and less of the business on the farm than they owned the year before. To express the thought in another way, each year the percentage of farmers who are tenants and do not own the land they till increases in the United States; the absentee owners of the land are found more and more largely in towns and cities. Every year the total of the mortgaged indebtedness against farm lands grows greater in proportion to the earning power of the mortgaged farms. The holders of these increasing mortgages against the farms live more and more largely in the cities.

City populations which own the wealth and business of the cities and are able to acquire each year an increasing ownership of the wealth and business of the country are better able to support good schools than are country populations which are losing the ownership of their wealth and their business. So large a proportion of the new wealth produced each year in rural communities is lost to urban communities to pay the rent and to pay the interest on

the mortgaged indebtedness that it becomes increasingly difficult to pay for good schools in rural communities. In Iowa, for example, the money taken out of rural communities each year to pay the rent and the interest on the mortgages is approximately eight times enough to pay the increased cost of consolidating all of the 10,000 one-teacher rural schools in the state and operating them as modern consolidated schools. The loss of new wealth from the rural communities each year is so great that the improvement of rural schools through consolidation is at a standstill.

RURAL COMMUNITIES LESS ABLE TO PAY BECAUSE OF EXCESS TAXES.

The financial strength of the people who till the soil is not only sapped by the outgo from rural communities to pay the rent and to pay the interest on the farm mortgages, but it is also sapped by the outgo to pay excessive state and county taxes on farm property. Farming is an occupation in which a large amount of visible property must be used to produce a small net income. The property tax falls heavily on an occupation which uses a large amount of visible property to produce a small income. Many occupations that centre in the cities use only a small amount of visible property in proportion to income. The property tax falls lightly on such occupations. The farmer for this reason must pay more than his share of the property tax to support the state and the county. This makes it harder for the rural communities to support their schools by local taxation and easier for the urban communities to do so.

RURAL COMMUNITIES LESS ABLE TO PAY BECAUSE OF LACK OF BARGAINING POWER.

Because unorganized farm industries have not developed their bargaining power to so great an extent as organized urban industries have, the buying power of the farm is approximately 20 per cent. lower than the buying power of the other great industries with which the farmer exchanges products. This again makes it easier for urban communities to support good schools and harder for rural communities to do so. Lack of bargaining power on the part of unorganized farm industry which has caused the farm dollar to shrink to 80 cents as compared with the industrial dollar of 100 cents is probably the greatest single cause of the inability of rural communities to pay for as good schools as urban communities support.

SUMMARY.

Rural communities are less able to pay for good schools because of:—

(1) The outgo from rural communities to pay rent.
(2) The outgo from rural communities to pay the interest on farm mortgages.
(3) The outgo from rural communities to pay the excess of state and county taxes which fall on agriculture as an occupation.
(4) The loss to rural communities which results from lack of bargaining power.

A DOUBLE HANDICAP.

Any plan to provide adequate financial support to consolidate the schools of rural communities and bring them up on a par with the schools of urban communities must prepare to meet the double handicap of the rural communities, namely:—

(1) Equivalent schools cost more in rural than in urban communities.
(2) Rural communities are less able than urban to pay for equivalent schools.

The most effective means of equalizing for the double handicap of the rural communities mentioned above and hence the most effective means of providing adequate support for consolidated schools, we believe to be the following:—

I. INCREASING BUYING POWER THROUGH CO-OPERATIVE MARKETING.

Farmers have no means of getting money to pay for good schools except as they get it out of their crops. They cannot get it out of their crops until they cease dumping them individually at a loss and begin to market them collectively at a profit.

To remedy this situation education and organization for efficient co-operative marketing are needed which will lift the farmer's bargaining power up from 80 per cent. to 100 per cent. of that of other industries. Then farmers will have more power to pay for good schools and can give better support to the consolidated schools.

II. EQUALIZING THE TAX LOAD.

Farmers cannot apply their full power to pay taxes to support consolidated schools until the load of taxation has been fairly adjusted between occupations which use a large amount of visible property in proportion to income and occupations that use a small amount of visible property in proportion to income. When farmers have been relieved of paying the excess amount of taxes for the support of state and county governments which they are now required to pay under the general property tax they will be better able to pay taxes to support good schools.

LIGHTENING THE LOAD ON PROPERTY TAX.

To remedy this situation a good fraction of the total cost of state and county government, say one-third, should be lifted off the general

property tax. The other part should be raised by some form of taxation which falls on the different occupations in proportion to income rather than in proportion to the amount of visible property used in the occupation. State income taxes, corporation taxes and severance taxes are now being combined with the property tax in a number of states to equalize the tax load among the various kinds of occupations.

III. ADEQUATE SUPPORT FOR SCHOOLS IN RURAL COMMUNITIES.

The schools in rural communities can best be given adequate support to consolidate them and bring them up on a par with city schools by a composite tax system which equalizes the load of school support between urban and rural communities. Probably not more than two-thirds of the cost of schools should be raised by a property tax. The one-third of the burden lifted off the property tax should be raised by income tax, corporation tax, inheritance tax, severance tax or some tax of such nature. There is adequate power in the United States when it is rightly harnessed to the task to bring the schools of rural communities up on a par with the schools of the city and to maintain them there.

IV. A LARGER UNIT DESIRABLE.

In equalizing school support and school opportunities a larger unit is desirable:—

(a) The Property Tax. The property tax may well be levied in two districts, one half in the local school district and one half in the county as a unit (excluding large towns or cities).

(b) The Income, Corporation or Severance Tax. Taxes of this nature are best levied and collected by the state in a state-wide taxing district. Under the plan proposed here the state would become the unit for raising about one-third of the support of schools, the county for raising one-third and the local school district for raising one-third. This is approximately the plan of division among taxing districts now in use in California.

(c) Distribution of the School Fund. The use of a larger taxing unit for school support than the local school district makes necessary the use of some equitable plan of distributing school funds among the various school districts.

Probably the most simple and effective way to equalize school support between rural and urban communities is by distributing the state school fund raised by income, corporation, or severance tax, to the various public schools of the state on the basis of teaching positions. Each position to receive an equal amount.

The most effective way to equalize among the schools within the county tax unit is by distributing the county fund in inverse ratio to the taxable property per teacher in the various districts within the county.

As the schoolhouse is a local asset it seems desirable to provide the schoolhouse largely by local taxation. As the state and the county are interested more directly in the instruction of the children it seems desirable to apply state and county school funds directly to paying the salaries of teachers.

FEDERAL AID FOR EQUALIZING SCHOOL OPPORTUNITIES AND FOR EQUALIZING SCHOOL SUPPORT.

Big business today crosses state lines; it gathers its income from many states. A school fund raised by Federal income tax and distributed to the schools in the various states on the basis of teaching positions would aid materially in equalizing school facilities and in equalizing the school tax load among the people of the United States.

SUMMARY OF MEANS OF PROVIDING BETTER SUPPORT FOR THE CONSOLIDATED SCHOOL.

(1) Co-operative marketing to increase the buying power of the farm.

(2) Equalization of the general tax load between rural and urban communities by combining income, corporation, and severance taxes with the property tax.

(3) Equalization of the school tax load by raising a portion of the support of schools within the state as a unit by means of income, corporation and severance taxes, and by raising within the county as a unit a portion of school support by the property tax.

(4) Equalization of school facilities and the school tax load by distributing the state and county school funds on the basis of teaching positions and in inverse ratio to taxable valuation per teacher.

(5) By a school fund raised by Federal income tax and distributed among the schools of the United States on the basis of teaching positions.

If school support in the United States is properly equalized the consolidated schools can be given adequate financial support to place the educational facilities provided for rural children on a parity with those provided for urban children.

The Defence of Youth

SEEMINGLY the worm has turned; truth crushed to earth is rising again; the pendulum has begun its backward swing—in brief, all the timeworn clichés are being given effect in the notorious case of public slander versus the rising generation. Thus far the prosecution has held the attention of the court of public opinion ever since the war. It has marshaled its case of innumerable counts. It has accused youth of irreligion, disrespect to parents, wantonness, the hip-flask habit, inadequate clothing, too free speech, and a general tendency to moral anarchy. The accusing finger of age has been pointed at palpitant youth, and the harsh voice of outraged maturity demands: "Why can't you cherish and manifest the virtues for which I was famed when the springtime of life was mine?"

If there was a snicker in the court from any who recalled those Victorian days of moral perfection, it was scarcely heard above the self-satisfied murmur of approval from the complainants. True, it was nearly always someone else's children to whom the indictment applied. As during the war most of the atrocities, when investigated, were found to have been reported from some other village, so it was nearly always someone else's son or daughter who was guilty of outraging propriety and good manners. But middle-age, which seemingly sat as the court and ranted as the prosecutor, has professed itself quite convinced that the younger generation is going, with Mr. Mantalini, to the demnition bowwows.

However, the case for the defence is gradually being outlined. To begin with, it is urged that always, from time immemorial, the ancients, lingering upon the stage, have deplored the decadence of humanity in those days which they are past enjoying. In the current Atlantic an industrious delver in the journalism of 1827 to 1840 presents in narrative form the wails of distress of those who thought the country was going to the dogs—the title of the article gives a less polite name to its destination. "Every essential fact in this paper," says the compiler, "is a direct quotation or a literal paraphrase from American periodicals, published about a century ago."

And so we learn that in the opinion of the editors of that day, "The moral desolation and flood tide of wickedness threaten to sweep away not only the blessings of religion, but the boasted freedom of our republican institutions as well. . . . And what of our youth? Today, where one child hails the Sabbath with delight as the day for Bible study, one hundred young immortals are growing up in ignorance and sin. The lamentable extent of dishonesty, fraud and other wickedness among our boys and girls shocks the Nation. . . . Of 256 convicts in the Massachusetts state's prison, forty-five were thieves at sixteen years of age and 127 had at that age become habitual drinkers. . . . And even among more refined surroundings our young people are everything but serious minded today. . . . Persons with the smallest of incomes do not stick to have two or three pairs of silk stockings. Time was when one could have clothed herself from head to toe for what one pair of these silk stockings costs." How familiar it sounds! That was the voice of the elders about 1830, denouncing the degeneracy of the young even as are their descendants today.

Youth, therefore, can retort to its elders: "You are (or at least you were) another!" But after all that is but a poor form of defence. Perhaps a better one is to present evidence in its own behalf. In the current number of the Nation the headmaster of a notable school says:—

"I have been in the business of teaching boys for thirty years. I have at present under my charge 540 boys collected from nearly every state. . . . What do I find? First, a truth-lover. Second, a word of honor that is never broken. Third, a reasonable being that will not take a rule as final until it is approved. Fourth, and most astonishing, on the whole, a clean-minded individual. And then . . . a restlessness that is always unaccountable, a dissatisfaction of mind which makes the youth probe into things we never thought of going into, which we took on faith. Also, many failures, many disasters, as there always are in a great upheaval, where freedom gets confounded with license."

Truthfulness, a high sense of honor and an inquiring mind! Can we ask much more of the youth of today? And this testimony—which happens at the moment to lie ready to our hand—can be duplicated by heads of every great educational institution. As a matter of fact, it has been paralleled in scores of statements, but a censorious world, helped somewhat by the eagerness of the mourners of the vanished saloon to prove that the world is going badly, gives its major attention to those who spread slanders about the rising generation. The evil effect of this attitude will be apparent to anyone who understands the mentality of youth. No surer way of spreading the evils complained of could be devised than to make young people as a whole think them the ordinary practices of their circle. No more sinister form of

mental suggestion could be devised than this, and it is only too apparent that it is practiced deliberately as a part of the campaign for the re-establishment of the saloon.

If a more official type of evidence is desired, or if defence is sought for these children not fortunate enough to be sent to private schools or colleges, the report, made public this week, of the Children's Bureau of the Department of Labor, is admissible. According to Secretary Davis, the census figures "indicate a decline in the number of delinquent children committed to institutions, if growth in population be taken into consideration, and reveal no significant increase in the numbers committed for the more serious offences.... According to the census reports, the age of commitment to penal institutions has not decreased, as frequently has been asserted."

It is time that the youth of today found its defenders. We know of no form of propaganda more despicable than the endeavor of a certain class to bolster up its attack upon the liquor laws by attempting to ascribe to the young people of America an indifference to ordinary rules of good conduct and a revolt against good order which most emphatically do not exist.

--Christian Science Monitor.

Psychology in Common Parlance

By F. R. COPPER

Professor of Psychology,

Northern State Normal School, Marquette, Michigan

IT IS SAID that Emerson used to go about listening to the conversation of working men, gleaning from their talk the choice philosophies of life, which he later interpreted, expanded, and transformed into matchless literature. Emerson knew that the very essence of the wisdom of the ages is often garbed in homely speech.

If we would listen carefully for one week to the conversations we hear in the street, the shop, the factory, we would hear a world of psychological truths. It is quite likely that we should hear a group of expressions that refer to different instincts, such as the following: "Birds of a feather flock together"; "Show me how"; "All work and no play makes Jack a dull boy"; "Fools rush in where angels fear to tread"; "I wonder," We would also perhaps hear a mixed group covering a wide range of psychological principles as illustrated by the following: "I don't feel like doing this"; "He's rattled"; "Don't cut off your nose to spite your face"; "Just consider the source"; "Where there is a will there is a way"; "It is hard to teach an old dog new tricks"; "Pay attention"; "a chip off the old block." These and many other similar expressions we would hear used freely and intelligently by persons who do not have the word "psychology" in their active vocabulary. Many of them could not spell the word, could not pronounce it, and do not know what it means. Yet, as I am presently to show, some of the truest psychological expressions are freely used in common parlance by those who make no pretence of knowing anything about psychology.

Take, for example, the saying "Birds of a feather flock together." Well do we know what this means. Psychologically it is expressing the gregarious instinct. As it is necessary for birds to be "of a feather" in order to go in flocks, so it is necessary for persons who go in groups, to have some common interest. As the same persons may be members of several organizations, it naturally follows that there are many bonds of union holding people together. In the World War it was the bonds of a common danger and the love of justice that held the Allies together. In the great political conventions it is, of course, the bond of political belief; in religious conventions, it is religion. Even hoboes have their organizations and conventions. The bond may be nationality, social standing, profession, hobbies, temperament or any of many interests. One thing, however, we are always sure of, there is some common interest.

Another axiom with which we are very familiar is "All work and no play makes Jack a dull boy." How comforting is this philosophy to children! It brings before us two things—work and play. It rather pre-supposes that each should form a part of the boy's life. Work is the road by which he will ultimately reach success and renown. This, however, is rather a plea for the expression of the instinct of play. It is well known that work unbroken by play has a dulling and depressing effect upon the child. It is also equally well known that play brightens and quickens his senses and perceptions, making him more alert and responsive. The instinct of play is old and well-grounded. It is older even than the school. A child does not have to be taught to play; he may have to

be taught what to play and how to play effectively. Childhood is the playtime of life. Dr. George L. Meylan, professor of physical education and medical director of Columbia University, says: "From seven to sixteen is the golden age for acquiring skill in athletic sports. A seven or eight-year-old boy can learn to swim after three lessons. Boys nine to twelve require six or seven lessons. Boys thirteen to sixteen require twelve lessons, while college freshmen require twenty. Aptitude in picking up other sports follows the same proportions."

As childhood is the playtime of life, so is it the age of wonder. Perhaps a great majority of you who read this article have in your childhood had occasion to memorize and recite that beautiful poem, "Twinkle, Twinkle, Little Star." The second line of the first stanza reads: "How I wonder what you are!" This line introduces the theme of the paragraph in the expression, "I wonder." Whenever we wonder we are displaying the instinct of curiosity—the desire to want to know. Every normal child is born with more or less of this instinct. The faculty of wonder lies at the basis of all exploration, discovery and invention. It is really the underlying principle of all science. Wondering about the stars led to the science of astronomy. Columbus wondered if he could reach the East Indies by sailing westward. Harvey wondered if the blood circulated through the body. Wonder may take the form of doubt as when we question whether an old, accepted idea is really true. Later we may definitely doubt it and test it. Every child and adult, too, for that matter, lives in a wonder-world. The world is better for the Pandoras that are curious about its secrets. The basis of all good teaching is to keep boys and girls wanting to know. Happy is the person in whom this instinct is kept alive, active and yet well controlled.

Has it ever occurred to you what kind of a world we would have if every one did just the things he felt like doing and left undone the things he did not feel like doing? Almost daily we hear some one say: "I don't feel like doing this." Here we have a relationship of feeling on the one hand and doing on the other, and they are very closely connected. Feeling is a powerful under current that determines to a great degree what we do and how we do it. It gives us largely our preferences and our prejudices. Just think of how many ways we have of expressing how we feel. We feel blue, or sad, or well, or vigorous, or full of pep, etc. How we feel determines how we take a joke, how we attack our work, how we go about our play. In fact it underlies and gives color to all our responses.

Another expression which we often hear on the street, and which refers especially to the emotional side of feeling is "He's rattled." Those more careful of their language would perhaps say: "He is excited." This is usually said of a person whose actions are unusual or unnatural. It is obvious that psychologically it refers to emotion. A person's acts are unusual because excitement has caused temporary nervous instability. Habit is usually sufficient to carry us over a crisis, but sometimes emotion becomes so strong that the old synaptic connections in the nervous system are not made. Because of the disturbance occasioned by emotion, temporary new synaptic connections are made, throwing into confusion the old ones, making, of necessity, a marked difference in behavior. This condition nullifies the power of habit to such an extent that we cannot predict just how a person may act. Let a debater, a ball player, a chauffeur become excited or "rattled" and there is no telling what he will do. We have learned to make allowances for what a person does while excited.

Just as a person is wont to do foolish things when he is excited, so is he likely to do foolish things when he is stubborn or angry. If this was not so, the axiom, "Don't cut off your nose to spite your face," would not exist. This admonition contains a world of wholesome advice, and is usually given to prevent a person

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from doing something rash or foolish. To put it psychologically it means don't surrender your judgment to gratify your stubborn will—do not pay too great a price for stubbornness. The very commonness of this axiom indicates that the mass of people realize that this mistake is often made. There are those who will say what they please even if it costs them friends, position, and power. They will resist discipline even though they know they will be punished for it. The number of cases where people have figuratively cut off their nose to spite their face is legion. It is an effective way of saying that the will should be tempered by wisdom and good judgment.

As a reflection upon one's judgment we so many times hear someone say: "Just consider the source." One does something which someone thinks is foolish, and then the reference to considering the source is made. As it is used it is an uncomplimentary term, and has a bad connotation, reflecting upon a person's intelligence. It means that when we know the person who did a certain thing, we are not surprised that he did it. It deals with one of the fundamental laws of behavior, the relationship between knowing and doing. We are constantly making allowances for the conduct of children and the feeble-minded on this basis. Conversely we expect and demand a high and effective type of behavior on the part of those of high intelligence. Much bungling is done by those who do not know. Socrates, one of the greatest teachers and philosophers that ever lived, emphasized this idea as a basic principle in conduct. He said: "To know what is right is to do it." Whether or not Socrates went too far in his claim, we know that there is a positive relationship between knowing and doing.

In keeping with the above thought is the maxim, "Fools rush in where angels fear to tread." While we have heard this saying so often, yet, have we really stopped to think just what it means? It points to the instinct of fear. It is a condemnation of the lack of caution. While fear is instinctive, and we do not have to learn to fear, still we do have to learn what to fear and what not to fear, for extremes in either direction are bad. The presumption is that fools have much less discretion as to where to go and what to do than angels do. Granting that the angels, standing for superior wisdom, are right, the implication is that fools are not sufficiently cautious. Their foolishness renders them oblivious to danger. There is such a thing as legitimate fear which those of intelligence recognize and respect. A person who has not a sane, wholesome fear of the dangerous is courting destruction.

Another interesting instinct which the child possesses is imitation, the desire to want to do what he sees done. Very often a verbal explanation as to how a thing is done is not sufficient for the child. He cannot do the thing simply by following oral instructions; he must see the thing done—see it in the process of doing, to appreciate it, and be able to do it himself. So he uses the expression "Show me how." He wants to be able to duplicate the act. This act of showing lies at the basis of all demonstration schools, rendering them popular. To be able to show is usually to be able to teach. A companion expression to the above is "Watch me," which simply means that if you watch me carefully, you, too, will be able to do the same thing through imitation. In the learning process there is nothing like being shown how a thing is done.

Of course, it is not sufficient to merely see a thing done, we must also "pay attention" in order to comprehend a thing that is at all difficult. If the word "pay" is used advisedly it implies that there is a price attached to attention. There is indeed a price, often larger than we are willing to pay. We may casually see a thing done again and again and yet not think much about it. If we want to follow the thing through and really appreciate it, we must attend. Curiosity often inspires attention. The price of attention implies a sacrifice, the putting aside of all extraneous matter, and the focusing of all our faculties upon the thing at hand. It necessitates physical and mental adjustment, but it pays wonderful dividends.

While imitation and attention are invaluable helps to us in our daily life, yet there is another faculty which we must use in order to accomplish the really difficult things, namely the will. By will I do not mean simply stubbornness, I mean an intelligent will. We hear on every hand the discouraging remark "It can't be done." Then from the masses we hear the encouraging statement, born of experience, "Where there is a will there is a way." It is inspirational, and speaks for the dynamic power of the will and determination. Our ways are constantly being blocked, our purposes thwarted, our efforts rebuffed. We need such encouragement as this to keep us striving and attaining. Every day we see the truth of this statement exemplified. The handicapped are doing successfully the almost-impossible things. General Grant must have had an abundance of will power when he said: "'I will fight it out on this line if it takes all summer." Old barriers of mountains, streams, rocks, ignorance, superstition and disease are being broken down because there is a strong will. For where there is really a strong will, wisdom will find a way.

It is hard, however, for one who has never formed the habit of using his will power to

suddenly acquire that habit, for "it is hard to teach an old dog new tricks." This shows that habits should be taught early in life. Because of the plasticity of the nervous system in childhood and youth, habits are easily formed. In an above paragraph I showed how much easier it is for children to master athletic sports than for adults. Conversely, because of the lack of plasticity it is hard to learn new habits when old. In age neither the body nor the mind is plastic. Take for example a foreigner who comes to this country, say, in his thirties; he will never be able to speak the English language without a brogue, but his children will. Modern languages are being taught in lower grades than formerly, with gratifying results so far as accent and pronunciation are concerned. When the gates of childhood close the best time for acquiring habits is past, and the rank and file of people know it.

Let us now consider one more familiar expression, "a chip off the old block." Perhaps the metaphor is borrowed from woodscraft, but put into psychological language it means that like produces like. We are voicing the same idea when we say a thing "runs in the family," or a child is the "very image" of his father or mother. We have experienced in a general way the truths of these popular maxims. This similarity may be manifested in the color of eyes, shape of nose, color and texture of hair and general physique of members of the same family. Sometimes longevity becomes a family trait. Every one believes in the principle that like produces like. It is basic for all planting and breeding, for it is a fundamental law of heredity and is biologically true, even though couched in common parlance.

In these few examples we have seen that there is a wealth of wisdom and psychological truth in the popular sayings we daily hear. Is it any wonder then that Emerson recognized the possibilities in the expressions of the working men and translated them so beautifully into his incomparable literature?

New York State Legislature is remarkably unanimous on all educational matters. Think of a unanimous vote of the Senate to increase the state appropriation for teachers from $54,000,000 to $72,000,000. Of this increase $14,000,00 will go to New York City.

Four and one-half million dollars will be spent during the next ten years by the Carnegie Corporation in improving American libraries. Most of it will be expended on existing library schools, in founding a graduate library school at the University of Chicago and on the work by the American Library Association.

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It Is Easy to Quit

By H. N. Beatty

It is easy to quit. Anybody can say:
"The hill is too high," or "It's too far away."
Anybody can say: "I'm too tired to keep on,"
And stop half-way there, but don't you be that one.
Whenever life gives you a task hard to do,
Don't stop in the middle, but see the thing through.

It is easy to quit. Any one can explain
To himself and his friends why the struggle was vain.
It doesn't take brains when you start cutting loose
From a difficult task to think up an excuse.
There is always a plausible, soul-soothing lie
On the tongue of the chap who refuses to try.

It is easy to quit and drop out of the game,
And say you don't want either fortune or fame.
It is easy to pass up the chance to succeed,
To decide that a little is all you will need,
And leave to another the hard thing to do,
But it takes brains and courage to see that task through.

So, boy, when you're tempted to quit or to shirk,
Remember, a coward can run from his work.
A fool can give up, and he will when hard pressed,
But it calls for a man to go through with the test.
Keep on while you still have some strength you can spend;
That is harder than quitting but wins in the end.

—"The Arrow."

Personal and Professional

ROBERT L. COOLEY, superintendent of the Continuation School, Milwaukee, is one of America's bravest and best school men. If we were asked to rate the most important school men in America Robert L. Cooley would be in our list. We know of no educator who is trying to solve a more important or more complex American problem than is Robert L. Cooley, and we know of no one who comes nearer solving any education problem than does he. There is no problem more important or more complex than the making of manly men and womanly women out of boys and girls from fourteen to eighteen for whom the public high school does not provide temptingly both what many boys and girls need, and what they like. Robert L. Cooley has a continuation school to which all boys and girls from fourteen to eighteen must go one day in each week, and more than twelve thousand of these boys and girls enjoy doing what they are compelled to do, and every one of the 12,000 is prevented from being "cheap labor" after he is eighteen years of age. Mr. Cooley's platform message to any audience is as vital and his presentation is as virile and attractive as that of any educator whom we know.

F. M. SHELTON, superintendent, Springfield, Ohio, is making a notable record, thanks to an efficient city Board of Education, and wide-awake public-spirited citizens. It is one of the few cities in which economy achieves constructive results, and it is always popular to save money and build schoolhouses at the same time.

ORSON RYAN, who joins the field force of the John C. Winston Company, with headquarters in Salt Lake City, is one of the brilliant champions of vitalized education, having been associated with Perry G. Holden of the International Harvester Company. He brings to his new activity a wide acquaintance and high professional admiration.

WILSON GREER, Groton, Conn., is demonstrating rare skill and professional devotion. He has the hearty co-operation of the teachers. A recent circular to all the teachers deals with "School and Library Co-operation" in a way that is already bringing results. It is a sample of the way he secures results in other ways.

"The modern library with its bibliographies and reference tools is the latest laboratory of the school, and is indispensable to the work of the new curriculum. It is the laboratory which the pupil must use not only during his school life but also in his business or professional life after leaving school. Teachers should train pupils definitely to use the tools of the library, and should direct pupils to the public library, and explain its resources. The elementary school pupil should know: How to handle books properly; how to use the dictionary intelligently; how to use the index and table of contents; how to use general encyclopedias; how to find the information on the title page, and in the preface and introduction; how to use the atlas. Short library lessons should fit into the school work whenever occasion arises. There is usually a psychological moment for every library lesson. Interest in constantly changing bulletin boards, exhibits, and browsing tables or shelves does as much for pupils as the formal recitation work. It helps to form a permanent "library habit." The library hour may well have a place in the regular work of each school. This library hour, whether for pleasure reading, for reading aloud, for book talks or story telling, or for reference and study, transforms a dull, monotonous classroom into a place of live interests.

A recent preliminary check upon this type of work indicates the following: Reading tastes are created, and horizons are changed and widened; interest in current events is stimulated; vocabularies are enlarged. Pupils learn how to consult many books; how to study and to take notes; how to organize material; to use library as laboratory; how to compare authorities critically; to form judgments; the pupil's intellect rather than his memory is challenged.

CRAWFORD GREENE, principal of the Donald McQueen High School, El Dorado, Arkansas, has the record, we think, in the development of speed in city making. Six years ago El Dorado was a community of 4,000, but today it is eight times as large and the school system has had to match the city's growth in its development. It is probably needless to say that all this was due to the fabulous oil wells. The children have the spirit of the times in El Dorado, and in the recent city community chest drive the school children contributed two thousand dollars. Crawford Greene has all the spirit and push required in such a city.

H. M. BELL, president of Drake University, Des Moines, 1903-1918, who died in Los Angeles, January 8, 1927, was a notable educational leader in Iowa and in the Christian Church activities of the Middle West.

Bucolic Beatitudes

REAL genius that appeals to us beyond some masterpieces is displayed in "Bucolic Beatitudes," by Rusticus (Atlantic Monthly Press, Boston). We have had this book on our table for eighteen months without any suspicion of its charm. Just why we did not open it is not clear, possibly because the author, Rusticus, is unknown to us, but in a snowstorm this winter we opened it and, for the first time, read the list of the "Bucolic Beatitudes": I, Blessed be the Dog; II, Blessed be the Pig; III, Blessed be the Hen; IV, Blessed be the Cow; V, Blessed be the Horse; VI. Blessed be the Garden.

Do we need to say more? Well, I will say that "Rusticus" has mastered the science of discovering "happiness of the highest degree," and is master of the art of making the reader superlatively appreciative of the dog, the pig, the hen, the cow, the horse, and the garden. The illustrations by Decio Merwin are highly suggestive. We wondered what Merwin could do artistically with the pig. His start-off is not much of a send-off for "Blessed be the Pig," but the end is positively artistically brilliant with a crown above his majesty at the swill trough. "Rusticus" and Decio Merwin are a great combination, and dogs, pigs, hens, cows, horses and gardens will surely sing as we do: "Blessed be Rusticus and Merwin."

Unique English Lesson

[Mrs. Gillespie, a teacher in the Point Loma Junior-Senior High School, California, gave her English class a paragraph using but one initial for all words. Her class became interested and produced the following story, using but two initial letters all through.—Editors.]

AT ART one afternoon, Anna asked Olive about Arnold's old Aunt Agatha's obtaining oxygen after an operation on an affected appendix.

Olive answered Anna, abruptly: "Ain't Aunt Agatha an old ogre? Anyone anticipates an ordinary amount of appreciation after ousting as ancient an ailment as Aunt Agatha's appendicitis."

Arnold attended Aunt Agatha, and Olive alleged Aunt Agatha only aggravated all assistants, and arrogantly announced another operator or abler assistants. Olive and Arnold argued; Aunt Agatha, annoyed, arose and allowed only old Abigail about as adviser.

As antiseptics are always advisable, Abigail attempted an artificial alcoholic ablution. Aunt Agatha appeared appeased and apologized. Abigail accepted Aunt Agatha's apology, acted agreeable—as an obedient advocate of aristocratic affluence ought—and accounting amusing anecdotes overcame all antagonism.

"Sprig is Cubbig"—Be on your guard against colds—this is the danger season!
At the first sneeze or sniffle—at the first husky word—the first sore swallow—the first cough—take a Luden's.
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228
MENTHOL COUGH DROPS

One afternoon an automobile approached. Officious orderlies attending, Adam Oxnar, an austere architect, alighted and asked admittance.

Abigail, anxiously anticipating Aunt Agatha's antipathy, awkwardly admitted Oxnar, and, amazed, overheard an affectionate outcry of old acquaintances.

Afterward, Oxnard occasionally appeared and one October afternoon Abigail overheard Aunt Agatha accept Oxnard's amorous offer of all affluence acquired as an able architect.

All appearing auspicious, Arnold and Olive also approved.

Make Your Weather Fair

By William B. Francisco

You would not ask for help to brush
Your teeth or comb your hair;
You would not ask someone to eat
Your food or say your prayers.

Then why should you expect someone
To drive away your gloom?
Resolve to let your torch of faith
Illuminate your room.

For all have cares as well as you
That they, themselves, must bear.
Resolve to brighten up your face
And make the weather fair.

—Nautilus.

Character Chats

By JOSEPH B. EGAN, A. M.

Princess "Near at Home"

THERE was once a little princess who lived in a wonderful kingdom called "Near at Home." I am sorry to say she was not a happy princess, for her parents had spoiled her by always doing just as she asked them to do.

At last she developed such a nasty temper that her father called in a great wise man and asked him to devise some way of curing her, for he feared if she went on the way she had started she would become unpopular and be driven far away into another country.

So the wise man scratched his head and looked at the princess, and the princess looked at him, and he scratched his head again.

At last he said: "Go out of the castle gate and bring me the first thing you see that interests you."

The princess obeyed because she liked adventure. She went out through the great gate, and walked on and on until she came to a broken bottle lying by the road. She liked the looks of the broken glass and reached down to pick it up. As she did so she cut her finger deeply and ran home crying bitterly.

The next day the wise man said: "Go out the side gate of the castle and bring me the first thing that interests you" Again the princess obeyed. She went on and on until she came to a cactus beside the road. Something about it pleased her, for she reached quickly for it and pierced her fingers with the needle-like thorns. Again she ran home crying bitterly.

The third day the wise man sent her forth by another gate. Again she traveled on and on until she came to a bucket of tar. Something about the tar pleased her, for she plunged her hand into the mass. Now it happened it was boiling hot, and it clung to her and burned her until she shrieked with pain.

When she returned the third day the wise man took her to a high tower and pointed out the world below.

"A very good place to live in," said he, "if you know what to look for. The first day you looked for broken things, the glass cut you. Close beside the broken bottle was a golden cup that you did not see. The second day you looked for pointed things, and the thorns pierced your flesh. Close beside the cactus blossomed a lovely violet which you did not see. The third day you looked for evil things, and the tar burned and blackened you. Close beside the tar was a pile of silver dust which you did not see at all. . . . Now," continued the wise man, "we find what we look for and we get what we deserve. Tomorrow I shall send you out once more. Remember then what I have said."

After he had gone the princess made a funny face, and said: "Isn't he an old fool, though?"

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The Judge's Choice

FIVE spirits stood waiting for the Great Judge. They had just come into the regions of the air, and the tang of the earth still clung to them. "I have no cause for fear," said the first spirit, "for the Great Judge will recognize me at once as one of the greatest of the earth's rulers. Because he is a mighty ruler Himself He will understand the difficulties I faced in life and be lenient with me." "I don't know about that," said the second spirit. "You left a lot of dead men behind you on the earth. Now as for me, I go before the Great Judge with confidence, for I used my brain while on earth. You all know the extent of my acres and the size of my bank account." "You may be right," said the third spirit, "but I recall you were accused of taking more of the earth's goods than your just share. Now, as for me, I have every reason to expect a favorable decision, for I spent my time spreading wisdom through the world and surely the Great Judge favors the spread of wisdom." "That depends," said the fourth spirit. "I read your filthy newspaper myself, and it made me wiser in evil things than in good ones. As for me, however, I spent my whole life getting people out of trouble. If the Great Judge wants to argue my case I have my brief all ready!" "You could no doubt give a good account of yourself," said the fifth spirit. "I recall you pushed two murderers to freedom through a legal knot hole. Now, as for myself, well, the least said the better. I don't expect much mercy, for I have sinned grievously and often. I had a large family to support, and I spent most of my time trying to make a living. I suppose it would have been better for me to have spent more of it in the service of the Master." At his words the first spirit looked down upon him. "You may get a place with the other servants," he said, "I recall you did your work well. I shall recommend you." "You may count on my influence also," said the second spirit. "I recall you were a profitable

customer of mine." "I won't mind saying a good word for you, myself," said the third spirit. "I always was a great one to help the poor, especially if by so doing I got a little advertising myself." "If you need any legal advice you may have it free of charge," said the fourth spirit. "Thank you very much," said the fifth spirit, "with such good backing I might get off easy." At that moment the five were summoned before the Great Judge. As the first spirit approached there arose a great roar, in which voices said: "He has murdered us." "Depart from me forever," said the Great Judge. As the second spirit came near the roar arose again, in which voices said: "He has robbed us of our goods." "Depart from me forever," said the Great Judge. As the third spirit drew near, again the roar rose up, with the voices saying: "He has poisoned our souls." "Depart from me forever," said the Great Judge. As the fourth spirit drew near once more the roar rose with voices crying: "He has made a mockery of thy justice!" "Depart from me forever," said the Great Judge. But when the fifth spirit drew nigh there was no roaring to be heard, and in the vast silence the voice of the Judge rolled like mighty thunder. "Is there none to bear witness for or against this spirit?" As from a distance the voice of a little child was heard saying: "Have mercy, for it was he I told you of when I first came."

"Because you have loved much and worked hard and thought little of yourself," said the Great Judge, "you are preferred over the other four. Enter you into the Kingdom of your Father!"

Breaking the Law

IN THESE days we hear a great deal about the failure of the Eighteenth Amendment. Of course, you and I know there is no failure and that the wail of those who say there is, is a forlorn cry in which the wish is father to the thought. But it is just as well for all of us to understand just what is the true meaning of law. Suppose a man engraved a fine law on a piece of copper and set it up in his house, and said to all about him: "Here is the law I live under. Read it and admire it." And suppose, also, that after fixing the law where everyone could see it he went about doing just the opposite. A person would say at once, of such a man: "Why, his law is of brass and exists outside of himself, and he is a fool to hang it up in his house." Suppose, however, that another man makes a law for himself but engraves it on his own spirit and says to his neighbors: "I have agreed with myself to do such and such." Suppose, also, that he acts in accordance with his resolve. A person would say at once of such a man: "Why, he is a strong character, His law is within and is part of himself, and he is a noble man because of it."

When you see a policeman on the street does it never occur to you that he is there because of the presence of people who have a law that hangs outside of themselves? For the just man, whose law is within his soul, there is no outside law, there is no policeman, and no jail. He may have to tax himself to support all these agencies of law, but his own will to live justly is not a thing that needs money to support, and if the whole world were like himself no policeman would be needed to enforce the law.

It is well, therefore, for us to know that all restraint is from within, and that the real constitution of the United States exists only within our own souls. It is well to know, also, that the law breaker breaks down his own finer feelings and his own conscience before he breaks down the outer law.

This knowledge should give all of us a different outlook on society and teach us that the penalties for broken laws are two in number, one which falls upon the offending soul and one which falls later upon the body of the offending soul. In a sense, therefore, no broken law ever goes unpunished. A murderer may escape the gallows, but he cannot escape the noose set about his sacred soul. It is bad enough to hang before the eyes of men, but it is infinitely worse to dangle, naked, before the all-searching eyes of God.

Being at Home

IT IS RATHER discouraging sometimes to make a long journey to a friend's house only to find that he is not at home. As we stand on the outside and ring the bell, in vain, we picture him appearing, as the door opens, with a smile upon his face and a warm welcome in the hand he holds out to us. Then we see ourselves entering into his cozy home, where everything is warm and comfortable. We even see ourselves seated in an easy chair, prepared to spend a few hours in pleasant companionship. Suppose for a second that the person we hoped to find beyond the door were of a surly, sullen disposition; that he held out no welcome to us, that he let us stand, hat in hand, while he asked us what we wanted. You may be sure one visit would be enough. We would leave that door determined never to open it again. In a sense, our own lives are houses into which we go each morning on arising, in which we spend the day, and out of which we go into dreamland when our eyes close in sleep. When we arise in the morning what kind of re-

ception do we give ourselves as we open up the door? Are we glad of the companionship that waits beyond or are there secret chambers in which we must meet things we would not want the world to see? He who lives justly and in the love of all his brothers, enters into great, spacious rooms, where lovely pictures hang upon the walls; where splendid deeds are worked out into furniture beyond price; where the warmth of a great love glows in the fireplace, filling the whole house with the sweet incense of its dreams, and where faith, like a beautiful green plant, sits in the sunshine of God's love, lifting up the wonderful blossoms of hope and confidence. It is of great importance to us, girls and boys, that we fit up our own home with all the beautiful things of earth and heaven, for we must live there alone with ourselves, all the years of our life. Others may be absent when we go to call on them but, in the words of the old proverb, "Myself is always at home."

The Prayer at Daybreak

PRAYER is natural to the human soul. It is like saying, "Good morning" and "Good evening" to God. It is like talking to a dear friend about the innermost secrets of the heart. In times of great danger the soul encourages itself with prayer, calling on the Divine Protector for strength and endurance; in times of sorrow the soul consoles itself with prayer, calling on the Great Comforter for peace and happiness; in times of disaster the soul strengthens itself with prayer, calling on the Great Creator for new things to replace the lost; at night before lapsing into the unconsciousness of sleep the soul safeguards itself with prayer, calling on the Great Protector for safety until the day shall dawn.

And when dawn comes, then is the time for the most glorious prayer of all, the prayer that the angels thrill to hear and that never fails to win a mighty answer from the throne of God.

Blessed is he who lifts up his eyes and beholds the dawn and says: "Now do I rise up to work. The night is past. The need is great. The Father's house must be set in order, and I have my allotted task. I pray thee, Father, for strong hands to help my brother, for eyes opened to my brother's need, for ears that shall not fail to hear his cry for help, for strength to do my day's work."

The prayer at daybreak is the prayer that has no selfishness to clip its wings or drown its voice, for it is the great call of comradeship between God and man that leaps between the worlds where spirits toil like strong workmen greeting each other with a happy hail and a waving of creative hands.

Invaluable to Teachers

"My BOOKHOUSE is absolutely invaluable to me, and I do not see how I ever got along without it," says Jessica Childs, Director of Story Telling, Pittsburgh Training School for Teachers. "I turn to it for story material as naturally as I turn to the Encyclopedia Britannica for the last word in scientific research."

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EDUCATION IN ACTION

Chautauqua Idea Is Extended

Expansion of the Chautauqua idea to provide continuous educational and cultural opportunities to millions not reached by institutions of higher learning will be undertaken by the National Community Foundation, formation of which was announced in New York. Initial plans call for an endowment of $5,000,000. "Because the town and country communities have not had poured into them the millions of dollars for educational, cultural and recreational endowment that the metropolitan areas have received in recent years; because these communities, the 'home towns,' are the fertile field which has furnished the nation with seventy-five per cent. of its leaders, the foundation has decided to begin its work first in this area," it was explained by Dr. S. Parkes Cadman, speaking for the organization committee of which he is a member.

Quaker Student Going to Japan

Campus groups at Earlham College, a Quaker institution in Richmond, Ind., are financing a novel movement. They have selected Wilfred Jones, son of a Quaker missionary in Cuba, to spend next year in Japan—not as a missionary, but as a student. The Japanese are to teach him and he, in turn, is to interpret Oriental life to his fellow students upon his return. During his residence abroad Mr. Jones will attend a university, and a Friends interpreter will translate lecture courses for him. This will be an "acted message of friendship," said Dr. Thomas Kelly of the Earlham philosophy department, who sponsored the plan.

School Teachers Found Remarkably Healthy

School teachers as a class are remarkably healthy so far as their death rate indicates, but they are more frequently subject to certain diseases than individuals in other callings, according to the United States Bureau of Education. The subject has been studied at length by Dr. James R. Rogers, chief of the division of physical education and school hygiene in the bureau. "When the number of teachers who are sick and their length of absence are compared with the records for industrial workers and clerical groups," he said, "the health of the teacher remains superior." Teachers are no more subject to colds, tonsilitis, influenza, pneumonia, tuberculosis, and the like than are other indoor workers. It was found, however, that nervous troubles during middle life were the chief afflictions.

Open-Air Schools Win Mexican Favor

The six open-air schools now functioning in Mexico's federal district are effecting a social transformation, in the opinion of Dr. J. Manuel Puig Casauranc, Secretary of Public Education. This assertion is contained in a plea by him for the establishment of sufficient open-air schools to meet the needs of the entire federal district. He hopes for the time when there will be no more schools "where the children, closed up in good or bad classrooms with their instructor, are isolated from the outside world for several hours a day, with the result that the parents frequently are unaware of what work their children are doing." In the open-air schools, he pointed out, parents find it simple to observe their children at work in the classrooms and this tends to create greater interest in their children's education.

All Girls Barred From Next World Cruise

Girls are barred from the second "college cruise round the world," according to announcement of the board of directors. The first floating university left New York last September for an eight-months' combination of study and sightseeing, with 500 men and co-eds, but the second is to be completely masculine. Co-eds are not only uninvited, but there's a special paragraph in the announcement bulletin barring them entirely. The second college cruise will start next September 20 from New York City with the enrollment cut from 500 to 375. The school offers university and pre-college courses.

Education Best Crime Preventive

Protection for the "little red schoolhouse" was stressed recently in a letter sent to the New York State Senate by Colonel Michael Friedsam, chairman of the governor's commission on school finances and administration. He declared that legislation of the type of the Baumes law will be unnecesary when education reaches its broadest development, and he indicated that it would be cheaper to spend money for educational rather than correctional purposes.

Industrial Study Course in Italy

A summer session at Baveno, in the Italian lake district, has been announced by the International Association for the Study and Improvement of Human Relations and Conditions in Industry, whose headquarters are in Zurich. The lectures, beginning June 19, will deal with elimination of unnecessary fatigue in industry.

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Forest Soil Study Founded at Cornell

A gift of $130,000 for the endowment of a research professorship in forest soils at Cornell University was announced by President Livingston Farrand. He said that the Charles Lathrop Pack Forestry Trust, founded by Charles Lathrop Pack, president of the American Tree Association, in addition to endowing the chair, had made a further generous provision of funds for the operating expenses of the investigation. The work will be done in the New York State College of Agriculture, and the appointment of the professor will be announced soon. The chair will be named for Mr. Pack, who is already well known for his benefactions to scientific forestry.

School on Wheels Will Be Run Again

Princeton's "school on wheels" will travel 8,000 miles through Canada this summer with twenty geology students chosen from various educational institutions throughout the country. Professor Richard M. Field, director of the school, has completed arrangements with Canadian officials. He was director last year of Princeton's first "school on wheels," when twenty students, in a specially constructed Pullman, traveled 10,000 miles through the United States. During the tour the car will stop at points of geological interest, and the students will hike to the formations to be studied. The purpose of the trip is to gain first-hand observation and study of the geological phenomena of North America.

Educators Divided On Suzzallo's View

Dr. Henry Suzzallo, addressing the recent teachers' convention at Portland, Ore., disclaimed responsibility of the school teacher for the moral development of students. The duty and responsibility of the teacher relate to matters of intellectual as distinct from character development, he said. The latter, he declared, was primarily the function of the home and the church. His views have been taken widely in the Pacific Northwest as a challenge and they have called forth a flood of protests. Dr. Edward Sisson, addressing a teachers' convention in Boise, Idaho, answered Dr. Suzzallo, stating that "every organization that deals in any way with children must ultimately take moral responsibility." Professor John Clark, formerly of Berkeley University, in a public letter said the greatest service the school can render to the moral welfare of society was uncompromisingly "to insist upon accuracy, thoroughness, intelligent application and clear understanding of every step in every subject of study." Mrs. Marian Miller, Dean of Women in the Portland High Schools, believes it to be the function of teachers to "weave into school work constructive instruction of a moral nature."

Improvement Found In College Students

Professor Everett Kimball of Smith College recently asserted that a notable improvement has been made in the personnel of college students of today. Where only 33 per cent. of the students passed a college examination 20 years ago, 60 per cent. pass the same examination today, he said. Education is built on a competitive basis in this age, said Professor Kimball, while twenty years ago students flocked to colleges and were admitted on certificates only. He praised the surety of facts and the poise of the modern college student.

Educational Value Of Radio Discussed

The value of radiocasting to school pupils, either as supplementary to or as a substitute for the work of the teacher was discussed by Dr. H. McCurtain of Crewe at the recent conference of British headmasters held in London. "Broadcasting leads to pseudo-knowledge." Dr. McCurtain said. "There is no royal road to learning and one of the lessons the present generation needs to learn is that nothing really useful can be obtained without hard work. Those who think broadcasting will make things easy are all wrong in their views on education." A census of 6,000 pupils showed sixty-three per cent. in favor of musical broadcasts. The conference went on record as attesting "the value of broadcasting to schools as a supplement to, but not as a substitute for the work of the teacher."

Sees Excess Of Teachers

Discussing "Vocational Guidance for Teachers" at a conference of the New England Vocational Guidance Association in Boston recently, Dr. Jesse B. Davis of the Boston University School of Education said there is a considerable surplus of teachers unable to find employment. "Our normal schools and schools of education are turning out more prospective teachers than the schools can use," he said.

To Build College At Edison's Birthplace

Citizens of Milan, O., birthplace of Thomas A. Edison, are planning to erect a monument to the town's most famous son. A technical college will be built as a permanent tribute to Edison. The Civic Club is back of the project to make Milan the seat of a college that would have a curriculum of usefulness as demonstrated by the life of Edison. It plans to raise $10,000,000. Half of this will go for building and the remainder for endowment. The campus will comprise 200 acres.

Freed Slaves' School Started in Abyssinia

A school for poor children and freed slaves is being established in Adis Abbaba, the capital of Abyssinia. The idea originated with a Dr. Martin, who is an Abyssinian educated by British missionaries, and his object is to teach poor children and freed slaves to work, cultivate the soil and so on, and thus eventually to enable them to earn their own living. The scheme has the approval of the regent, Ras Taffari, and both he and the Empress have contributed to the fund for the establishment of the school.

Students Helped By Music Programs

Recent mid-year examinations at Mount Holyoke College were relieved of some of their strain by the music department, which provided an hour of music at the close of each day's examinations. Since no social affairs, lectures, or general entertainment of any sort took place at the college during the ten days of examination, the hour of music was the one type of relaxation available. This feature was received with enthusiasm by many students and they wondered how they ever survived the examination period before the music department thought of offering them this daily program.

Three Farm Schools Planned in Mexico

Three new central agricultural schools will be established by the Mexican government during 1927, in accordance with the program of President Calles, whose intention it is to establish agricultural educational centres in every state of the Republic. The three schools, construction on which was announced to begin during the month of March, will be located in the region of Atlixco, State of Puebla, in the vicinity of Jimenez, State of Chihuahua, and near Tenancingo, State of Mexico.

American Students In France

About 4,500 American students in all classifications are studying "somewhere in France" this year, according to the preliminary estimates of the Paris branch of the American University Union. This number includes professors bent on research, graduate students, and undergraduates, as well as those taking independent courses in art and architecture.

Automatic Carillon On Northwestern Campus

An electrically-driven automatic carillon, or set of chimes, is now in operation at the Levy Mayer Hall of Law of Northwestern University. Each working day at noon this thirty-seven-note carillon sounds its mid-day signal. This unique instrument was especially constructed for the new law building on the McKinlock campus. It consists of a celeste, or marimba, a player-mechanism and an electric time switch.

Immigrant Two Years Ago, Girl Is Valedictorian

For the second time within two weeks the valedictorian at a public school commencement in the East has been a pupil who a few years ago landed in America an immigrant, entirely ignorant of the English language. Two years ago Dora Martin, then fourteen years old, came to the United States with her mother from Costa Rica. At the recent graduation exercises of her class from a New York City public school she was the valedictorian. Her scholastic record for the two years showed an average of ninety-three per cent. and at the end of her grammar schooling she stood at the head of a class of forty-three students. Previously, Jasper K. Elmer, a Jugoslovakian boy, was the valedictorian of his class at Reading, Pa.

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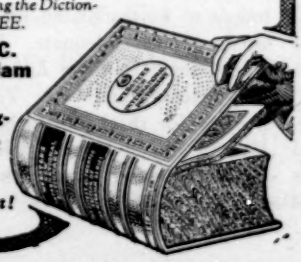

TREND OF THE TIMES

A "SLOW CLUB" has been organized in Philadelphia by a nineteen-year-old stenographer. Other similar clubs are being formed in Pennsylvania and New Jersey by hundreds of young people who are in revolt against "the wild parties of this jazz-mad age." More than 25,000 have enlisted for the campaign and 60,000 have shown interest by attending meetings. The club's substitute for "nerve-wracking parties, necking and flask-toting" are dramatics, debating, athletics and conservative dances.

VACUUM CLEANERS are rapidly displacing brooms. In New York City three vacuum street cleaners are operating with greater efficiency than the old type street sweepers. Sweeping and dusting in buildings of latest design is all done by vacuum. From motor-operated turbine pumps deep in the basement pipes extend to wall inlets at convenient places, where a hose with cleaning apparatus may be attached.

FOREIGN LABORERS who used to enter France on the presentation of labor contracts signed by prospective employers must in the future provide themselves with passports. This, it is hoped, will check the influx of alien labor. It is even urged that not only should the frontiers be closed, but such surplus foreign labor as exists in France should be returned to the countries of origin. Reduction in unemployment is sought by the French government.

FOREST FIRES took a huge toll in the nation's timber resources last year. The largest number of fires in history, 8,263, occurred in 1926, destroying 257,376 board feet of timber. These fires covered a total area of 722,000 acres. While the number of fires was the largest in history, quick action by the forestry service prevented the damage from becoming as great as that of other years.

RED AUTOMOBILES cannot be sold in Finland. In a large consignment of cars shipped to Finland by an American automobile manufacturer were forty painted various shades of red. Finnish buyers refused to accept them until they were painted another color. In few countries are bolshevists and bolshevism disliked as in Finland. Hence the Finns' dislike of the color red.

MOTOR BUS lines, menace of railroad and trolley systems for the past decade, now are developing faster than ever. Railroads are buying and establishing bus lines to handle their short haul business and feed their trunk lines with more traffic than before, because the bus shows a profit where a rail branch would be a decided liability.

ADVERTISERS SPENT $20,000,000 last year in engaging the facilities of established commercial radio stations. This is about one-twelfth as much as was spent in national newspaper advertising during the same period.

TELEPHONE SURVEY reveals that every minute, day and night, 50,000 telephone bells are ringing somewhere in the United States, making the total of telephone conversations carried on in this country average one a day for two-thirds of the entire population of the country. Six years ago the number of daily conversations was about 52,000,000, or 18,000,000 fewer than today.

GERMAN TAXPAYERS are finding that a republican form of government pays in cold cash. Where they used to be assessed $10,000,000 annually to maintain the royal heads of state, the Presidency this year is to cost only $226,000. President Von Hindenburg receives a total salary of $76,000 to which is added $150,000 for executive staff expenses.

SHENANDOAH'S SUCCESSOR as queen of the air is pictured by engineers and artists of the Goodyear-Zeppelin corporation as a silver monster 780 feet long, with half a dozen airplanes housed within its walls and machine guns bristling from its sides. The dirigible would have a gas capacity almost three times that of the Shenandoah.

INDUSTRIAL LEAGUE of nations has been proposed for the industries of Great Britain. It would be shaped on the Covenant of the League of Nations, each separate industry representing a nation. Industrial disputes would be settled by the Council or Assembly of the League, whose decision would be final. Five trades—boot and shoe, pottery, tramways, flour milling, electricity—have already established joint industrial councils which have done much to lessen disputes.

The BOOK TABLE

MANUAL OF OBSERVATION AND PARTICIPATION. By Alonzo F. Myers, College of Education, Ohio University, and Edith E. Beechel, assistant director of Teacher Training, College of Education, Ohio University. American Education Series. Loose-leaf form. Heavy paper, 8x9½ inches. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

Nowhere has there been a better presentation of the science of education skilfully applied to developing the art of teaching than in these loose-leaf aids to the teacher as well as to the student. The maximum of teacher training skill is the development of student personality without making any draft on the personality of the teacher. This loose-leaf "Manual of Observation and Participation" provides every aid to the achievement of both functions of personality, positive and negative, creating in students without reducing that of the teacher.

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COMMERCIAL CLUBS, ORGANIZATIONS, PROGRAMS AND PLAYS. Written and Compiled by Archibald Alan Bowle. Cloth. 232 pages. New York, Chicago, Boston and San Francisco: The Gregg Publishing Company.

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CUBBY BEAR. By Lena B. Ellingwood. Illustrated by H. Boylston Dummer. Boston: Ginn and Company.

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The full-page illustrations magnify the characteristics of every one functioning in the story. The illustrations alone would make any child happy. A modern teacher could have the little people make up their own stories from these beautiful pictures.

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THE SINGING WORLD. By Vachel Lindsay. (Junior Edition.) New York: Harcourt, Brace and Company.

Although the story of "Johnny Appleseed" has become a legend and the details of his life and wanderings will never be known, there seems no doubt that this fabled seed-sower actually existed. His name, according to the authorities, was John Chapman; he was born in New England (some say in Massachusetts) about 1775; he came West when he was a young man and noticed the lack of fruit trees throughout the country. Then began his long pilgrimage. Leaving the Alleghenies on foot, he walked alone through the wilderness—which, later, was to become the great mid-West—dropping seeds of apple, pear and cherry wherever he went, planting orchards in the midst of forests so that future generations might enjoy their fruits. He feared nothing, not even the Indians, who, at first, were suspicious of him, later regarded him as unbalanced, and finally, when he lived among them, accepted him as their friend. He died, far from civilized surroundings, in a savage spot which is now Fort Wayne, Indiana, in 1843 or 1845.

New incidents are continually being told of "Johnny Appleseed," new episodes are still being "discovered" about him. No treatment of the legend, however, is more vivid and at the same time more imaginative than a poem by Vachel Lindsay. It is a half humorous, half heroic re-telling of our first and (with the exception of Uncle Remus) our only American myth.

—

LEGENDS OF ANCIENT ROME FROM LIVY, adapted and edited with notes, exercises and vocabularies by Henry Wilkinson, M. A., formerly of Merton College, Oxford, with an introduction by Mary L. Breene, Fifth Avenue High School, Pittsburgh, Pa. 154+xviii pages. New York: The Macmillan Company.

This little book contains sixteen narratives from Livy, fifty-two pages of Latin text, simplified to suit the ability of pupils who have finished the beginner's book, and graded until it approximates the difficulty of Caesar's Gallic War. The criticism that in many cases "made" or simplified Latin is without charm or literary value does not hold for the *Legends*. The simplification is admirably done, and the charm of the original remains.

Besides the Latin text and notes we find a series of *exercises* based on the selections, consisting of English sentences to be translated into Latin. The vocabulary is adequate. In general it would seem that the *Legends* meet the recommendations of *The Classical Survey* for the Latin to be read before Caesar in a more satisfactory way than any other work which has thus far appeared.

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GRINS BETWEEN GRINDS

Exactly

They were discussing the North American Indian in a school one day when the teacher asked if any one could tell what the leaders of the tribes were called.

"Chiefs," answered one bright little girl.

"Correct. Now can any of you tell me what the women were called?"

There was silence for some time, and then a small boy frantically waved his hand for recognition.

"Well, Frankie?" said the teacher.

"Miss-chiefs," he announced, proudly.

Two of a Kind

A soldier went to his colonel and asked for leave to go home to help his wife with her spring cleaning.

"I don't like to refuse you," said the colonel, "but I've just received a letter from your wife saying that you are no use around the house."

The soldier saluted and turned to go. At the door he stopped, turned, and remarked:—

"Colonel, there are two persons in this regiment who handle the truth loosely, and I'm one of them. I'm not married."

Referred to the Jury

There is a certain youngster who isn't going to be subpoenaed as a witness any more by a certain attorney. One case is enough to lose.

The local youth was on the witness stand, when the lawyer started in to examine him.

"Have you an occupation?" asked the attorney.

"Nope."

"Don't you do any work of any kind?"

"Nope."

"What does your father do?"

"Nothin' much."

"Doesn't he do anything to support the family?"

"Odd jobs once in a while."

"As a matter of fact, isn't your father a worthless fellow, a deadbeat and a loafer?"

"I don't know," the witness replied. "You better ask him; he's sitting over there on the jury."—The Christian Evangelist.

Twice As Loud

A teacher of music in a public school was trying to impress upon her pupils the meaning of f and ff in a song that they were about to learn. After explaining the first sign, she said: "Now, children, what do you say; if f means forte, what does ff mean?"

"Eighty!" shouted one enthusiastic pupil.—Youth's Companion.

The Real Thing

It was her first view of a cotton plantation with the plants all in full bloom, the endless fields of white causing her no end of wonderment. They stood spellbound at the spectacle until the young lady broke the silence by remarking:—

"What a wonderful crop of powder puffs! It's the first time I've seen them actually growing!"

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BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
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Why Character-Education

Out of one hundred normally intelligent, healthy children of four to six years, two-thirds were found to have personality handicaps that interfered with their learning in school. Dr. Grace E. Bird, professor of educational psychology at the Rhode Island College of Education, reported that of the sixty-seven handicapped personalities, eight were troubled with shyness or fear, eight were handicaped by being continually dependent upon commendation as a stimulus to keep up their efforts, two had so strong a personal prejudice for or against the teacher that their freedom to fix their minds on the lesson was seriously interfered with, two sought distinction by means of boisterous physical activity, two attracted notice by being self-appointed comedians, two were ready to argue with fists or other weapons on the slightest cause, four were more interested in their neighbors than in their own affairs. Had these personal handicaps been recognized and corrected in early childhood, a greater measure of life success might have been attained. — Boston Transcript.

There Is No Substitute For Brains

BY HERBERT E. HAWKES
Dean of Columbia University

Many a boy finds out that he can get along by charming his teachers or bluffing them. This may be more fun for the boy than studying, but it tends to atrophy his mind through disuse. Ability is often hard to recognize through a screen of shyness and a quiet disposition. It is very dangerous, however, to assume that because a person says little he thinks much. It is often found that he says little because he has little to say. Then again, our attention is sometimes diverted from ability by too much talk, which comes in such volume and with such assurance that one is engulfed by it and lacks the patience to analyze the whole outpour for the good that it may contain.

But whether intellectual ability is obvious or covered up, it is the quality that must exist and be cultivated if the heights are to be reached. The beautiful but dumb are not found in the world's hall of fame. There is no substitute for brains. Good character, charm and initiative may be necessary to bring intellectual ability to useful fruition, but they are not substitutes for it. For this reason the parents and friends who plead for the youth purely on the ground of these qualities are leaving out the fundamentals. Intellectual ability is the bottom of the tub. The other qualities are the sides. The higher the sides extend the more

the tub will hold, but it won't hold anything without a tight bottom.—New York Herald-Tribune.

In no single decade of the world's history have so many changes been made in the names of places as in the period from 1914 to 1924. Races hitherto subject have come into sovereign control of the regions where for centuries they have lived, and they have naturally wished to show their supremacy by naming their lands and cities and mountains in their native tongues. In some regions the official language has changed, because these regions have been restored to countries of which they once formed a part, or because, as mandates created by the League of Nations, they have been assigned to the control of a new power.

Many towns and hamlets, small rivers and mountain passes, particularly in France, Belgium, Poland, western Russia, northern Italy, in the various new lands formerly parts of Austria-Hungary, and in the Balkans, came into prominence during the four years of the World War. All of the more important of these names will be found in the Pronouncing Gazetteer in the latest edition of Webster's new International Dictionary.

Meetings To Be Held

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

APRIL.

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

12-13-14: Annual meeting Massachusetts Schoolmasters, Bridgewater.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

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